

# Board of Education Agenda Item

Item: I.

Date: July 25, 2007

**Topic:** Final Review of Proposed Guidelines Establishing an Incentive Program to Encourage and Recognize School Accountability Performance and Competence to Excellence (8VAC 20-131-325)

**Presenter:** Dr. Patricia I. Wright, Chief Deputy Superintendent of Public Instruction

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## Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: \_\_\_\_\_

Action requested at this meeting  Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

No previous board review/action

Previous review/action date June 28, 2007 action First Review

## Background Information:

The significant gains in student achievement that have been made by Virginia public schools since the Standards of Learning accountability program was established in 1995 are a tribute to the vision, creativity, and hard work of teachers and school leaders throughout the Commonwealth. Building on the successes of the Standards of Learning, we aspire to achieve a world-class system of education that promotes an attitude of competence to excellence. Schools and school divisions must be held accountable for ensuring that all students acquire the knowledge, skills, and habits to excel in postsecondary education and careers in a 21<sup>st</sup> century global society and to become healthy and productive citizens. Similarly, schools and school divisions should be recognized and rewarded for making measurable progress in this journey towards excellence.

The Commonwealth's vision of educational excellence must combine competency requirements in reading, mathematics, science, and history and social science with an incentive-based program that recognizes and rewards higher levels of achievement and progress on multiple indicators of school and student performance.

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8VAC 20-131-325) authorize the Board to establish guidelines for recognizing and rewarding school accountability performance.

**Summary of Major Elements:**

The Board of Education's *Virginia Index of Performance (VIP)* incentive program is proposed to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving specific measurable goals and objectives established by the Board of Education and supported by the Governor.

Student achievement is a fundamental component in determining the accreditation status of Virginia's public schools. Student performance is measured by achievement on the Standards of Learning (SOL) tests or additional assessments approved by the Board of Education. A school achieves fully accredited status primarily by meeting pass rates established for all students. This model of standards-based accountability has served Virginia well for over a decade. To be competitive in a global economy, however, we must build on our successes and strive for higher levels of achievement for all of our children. Fully accredited schools and school divisions should be recognized and rewarded as they make significant progress towards this goal.

The *Virginia Index of Performance (VIP)* is intended to measure the extent to which students are progressing towards advanced proficiency levels in reading, mathematics, science, and history and social science and on other indicators of school and student performance. To reach excellence goals greater attention must be placed on the achievement level of each student; we should not be satisfied with "proficient."

The advanced proficiency achievement level on Standards of Learning assessments is a measure of academic excellence. In the proposed index, individual student scores are weighted according to the achievement levels of basic, proficient, and advanced with the advanced level having the highest weight.

A VIP achievement measure (0 to 100 points) may be calculated at the school and division levels for combined performance across the four discipline areas in which SOL tests are administered. VIP achievement points are awarded based on the total number of students performing at each proficiency level. An index of performance is determined by multiplying the number of student scores at each level by the points awarded, adding the total points earned, and dividing by the total number of student scores.

Bonus or additional points may be earned when a school or division meets or exceeds other performance objectives established for the program, such as reading on grade level by third grade, Algebra I enrollment by grade 8, college-level course enrollments, graduation rate, diploma types, career and technical credentials, and healthy students. A tiered incentive and rewards system will be created to recognize levels of performance (points earned) on the Virginia Index of Performance.

The attached document, *Proposed Board of Education Guidelines: An Incentive Program to Encourage and Recognize School Accountability Performance and Competence to Excellence* (8VAC 20-131-325) describes the proposed program and its implementation. A new award—the Governor's VIP Award for Excellence in Education—has been added that rewards schools and divisions for attainment of key excellence targets established by the Governor. Minor technical edits have been made to the indicators for clarity and consistency.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education approve the proposed guidelines establishing an incentive program to encourage and recognize school accountability performance and competence to excellence (8VAC 20-131-325).

**Impact on Resources:**

Rewards may include banners, plaques, and monetary awards. The education community and the private sector may be invited to sponsor various incentives, including monetary awards.

**Timetable for Further Review/Action:**

Upon adoption of the guidelines, the Department of Education will disseminate them to school divisions for implementation in late fall 2007.

**Proposed**

***Virginia Board of Education Guidelines***

***An Incentive Program to Encourage and  
Recognize School Accountability  
Performance and Competence to  
Excellence***

***(8VAC 20-131-325)***

*Schools and school divisions must be held accountable for ensuring that all students acquire the knowledge, skills, and habits to excel in postsecondary education and careers in a 21<sup>st</sup> century global society and to become healthy and productive citizens. Similarly, schools and school divisions should be recognized and rewarded for making measurable progress in this journey towards excellence.*

July 25, 2007

## ***An Incentive Program that Encourages and Recognizes School Accountability Performance and Competence to Excellence***

### **Overview**

The significant gains in student achievement that have been made by Virginia public schools since the Standards of Learning accountability program was established in 1995 are a tribute to the vision, creativity, and hard work of teachers and school leaders throughout the Commonwealth.

Building on the successes of the Standards of Learning, we aspire to achieve a world-class system of education that promotes an attitude of competence to excellence. We must challenge all of our students to reach higher levels of achievement over the next decade.

Schools and school divisions must be held accountable for ensuring that all students acquire the knowledge, skills, and habits to excel in postsecondary education and careers in a 21<sup>st</sup> century global society and to become healthy and productive citizens. Similarly, schools and school divisions should be recognized and rewarded for making measurable progress in this journey towards excellence.

The Commonwealth's vision of educational excellence must combine competency requirements in academics with an incentive-based program that recognizes and rewards higher levels of achievement and progress on multiple indicators of school and student performance. A rewards system should acknowledge significant progress on multiple measures, such as quality preschool programs, reading on grade level and literacy for all, graduation rates, advanced-level student performance, career and technical certifications, college-level course enrollment, and accelerated learning opportunities.

We must also recognize schools and school divisions that promote the health and wellness of its students by encouraging good nutrition and increased physical activity.

The Board of Education's *Virginia Index of Performance (VIP)* incentive program is designed to recognize and reward schools and school divisions that make significant progress toward achieving specific measurable goals and objectives established by the Board of Education and supported by the Governor.

## Goals for VIP Incentive Program

The following goals are established for the *Virginia Index of Performance (VIP)* incentive program.

- Every child enters kindergarten ready to learn
- Every child reads on grade level by third grade and maintains reading proficiency throughout the elementary, middle, and high school grades
- Middle school students prepare for success in high school by enhancing their literacy skills and successfully completing more rigorous high school mathematics courses, including Algebra I
- High school students earn a high school diploma, especially advanced studies diplomas, within four years
- All high school graduates are prepared for postsecondary education and work
- Every child acquires healthy lifestyle habits that promote physical fitness and good nutrition

## Performance Objectives and Measures for VIP Incentive Program

The following chart identifies performance objectives and measures that support the goals identified above and will serve as a basis for the VIP program.

<i>Performance Objective</i>	<i>Performance Measure</i>
<i>1. Increase the percentage of third graders reading on grade level</i>	<i>Percentage of students passing the Grade 3 state reading assessment increases annually (95% state goal)</i>
<i>2. Increase the percentage of students enrolled in Algebra I by grade 8</i>	<i>Percentage of students enrolled in Algebra I by grade 8 increases annually (45% state goal)</i>
<i>3. Increase the percentage of high school students taking Advanced Placement, International Baccalaureate, and dual enrollment courses</i>	<i>Percentage of high school students enrolled in one or more AP, IB, or dual enrollment courses increases annually (25% state goal)</i>
<i>4. Increase the number of career and technical industry certifications, state licenses, or successful national occupational assessment</i>	<i>Number of career and technical industry certifications, state licenses, or successful national occupational assessment credentials earned by high school students increases</i>

<b><i>Performance Objective</i></b>	<b><i>Performance Measure</i></b>
<i>credentials earned by high school students</i>	<i>annually or relative to enrollment (15,000 state goal)</i>
<i>5. Increase the percentage of high school graduates earning an Advanced Studies Diploma</i>	<i>Percentage of high school graduates earning an Advanced Studies diploma out of the total number of diplomas awarded increases annually (57% state goal)</i>
<i>6. Increase the percentage of students who receive a high school diploma recognized by the Board of Education</i>	<i>Percentage of high school students earning a diploma recognized by the Board as compared to ninth-grade enrollment four years earlier increases annually (Target TBD in 2008 using new formula—state interim target 80%)</i>
<i>7. Increase the percentage of schools that are fully accredited and making Adequate Yearly Progress</i>	<i>Percentage of fully accredited schools in each division and the percentage of schools in each division making Adequate Yearly Progress increases annually (100% state goal)</i>
<i>8. Increase the percent of at-risk four-year-olds who are being served by the Virginia Preschool Initiative (VPI)</i>	<i>Percent of eligible school divisions that participate in the Virginia Preschool Initiative for at-risk four-year-olds increases annually (100% state goal)</i>
<i>9. Increase the percentage of students achieving at higher levels of proficiency on state assessments</i>	<i>Percentage of students in each subgroup achieving Advanced Proficient on state assessments increases annually</i>
<i>10. Increase the percentage of students maintaining literacy proficiency throughout their adolescent years</i>	<i>Percentages of students passing the Grade 5 state reading assessment and Grade 8 state reading and writing assessments increase annually (95% state goal)</i>
<i>11. Increase the percentage of schools offering foreign language instruction in the elementary grades</i>	<i>Percentage of elementary schools offering foreign language instruction increases annually</i>
<i>12. Increase participation in the Governor’s Nutrition and Physical Activity Scorecard Awards Program</i>	<i>Number of schools that are registered users of the Scorecard and number of schools that earn Governor’s awards increases annually</i>

## **Implementing the *Virginia Index of Performance (VIP)* Incentive Program**

### Design and Purpose:

The Virginia Index of Performance (VIP) incentive program is designed to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving advanced proficiency levels in reading, mathematics, science, and history and social science and on other indicators of school and student performance that are aligned with the Commonwealth's goals for public education.

### Description of Index:

The Virginia Index of Performance (VIP) is intended to measure the extent to which students are progressing towards advanced proficiency levels on state academic assessments and on other indicators of school and student performance as determined by the Board of Education.

The advanced proficiency achievement level on Standards of Learning assessments is a measure of academic excellence. In the proposed index, individual student scores are weighted according to the achievement levels of basic, proficient, and advanced with the advanced level having the highest weight. A VIP achievement measure (0 to 100 points) may be calculated at the school and division levels for combined performance across the four discipline areas in which SOL tests are administered.

VIP achievement points are awarded based on the total number of students performing at each proficiency level. A weighted index of performance is determined by multiplying the number of student scores at each level by the points awarded, adding the total points earned, and dividing by the total number of student scores.

Bonus or additional points may be earned when a school or division meets or exceeds other performance objectives established for the program, such as reading on grade level by third grade, Algebra I enrollment by grade 8, college-level course enrollments, graduation rate, diploma types, career and technical credentials, and healthy students.

Virginia Index of Performance (VIP) Point System:

<i>SOL/State Assessment Scaled Score</i>	<i>SOL/State Assessment Proficiency Level</i>	<i>Points Awarded Each Score</i>
500-600	Advanced	100
400-499	Proficient	75
Up to 399 (varies by test)	Fail/Basic (Reading and Math 3-8)	25
Below 400 (except Basic)	Fail	0

<i>Other Performance Measures</i>		
<i>School/Division Eligibility</i>	<i>Performance Measure</i>	<i>Points Awarded</i>
Elementary School Division	<i>Percentage of students passing the Grade 3 state reading assessment increases annually (95% state goal)</i>	3 points
Middle School Division	<i>Percentage of students enrolled in Algebra I by grade 8 increases annually (45% state goal)</i>	2 points
High School Division	<i>Percentage of high school students enrolled in one or more AP, IB, or dual enrollment courses increases annually (25% state goal)</i>	1 point
High School Division	<i>Number of career and technical industry certifications, state licenses, or successful national occupational assessment credentials earned by high school students increases annually or relative to enrollment (15,000 state goal)</i>	1 point
High School Division	<i>Percentage of high school graduates earning an Advanced Studies diploma out of the total number of diplomas awarded increases annually (57% state goal)</i>	1 point
High School Division	<i>Percentage of high school students earning a diploma recognized by the Board as compared to ninth-grade enrollment four years earlier increases annually (Target TBD in 2008 using new formula—state interim target 80%)</i>	1 point
Division	<i>Percentage of fully accredited schools in each division and the percentage of schools in each division making Adequate Yearly</i>	1 point

<b><i>Other Performance Measures</i></b>		
<b><i>School/Division Eligibility</i></b>	<b><i>Performance Measure</i></b>	<b><i>Points Awarded</i></b>
	<i>Progress increases annually (100% state goal)</i>	
Division	<i>Eligible school division participates in the Virginia Preschool Initiative for at-risk four-year-olds (100% state goal)</i>	1 point
All Schools Division	<i>Percentage of students in each subgroup achieving Advanced Proficient on state assessments increases annually</i>	1 point
Elementary and Middle Schools Division	<i>Percentages of students passing the Grade 5 state reading assessment and Grade 8 state reading and writing assessments increase annually (95% state goal)</i>	1 point
Elementary School Division	<i>Percentage of elementary schools offering foreign language instruction increases annually</i>	1 point
Division	<i>Number of schools in the division that are registered users of the Governor's Nutrition and Physical Activity Scorecard includes all schools or increases annually</i>	1 point
All Schools	<i>Or School earns Governor's Nutrition and Physical Activity award</i>	

Procedure for Determining VIP Score Points (All subjects combined):

<i>No. of Student Scores</i>	<i>SOL Proficiency Level</i>	<i>Points Awarded Each SOL Score</i>	<i>Total Points Awarded (100 maximum)</i>
	Advanced	100	
	Proficient	75	
	Basic	25	
	Fail	0	
(a) Total Achievement Points Awarded			
(b) Total No. of Student Scores			
(c) VIP Achievement Index Points = Total Achievement Points (a) divided by Total No. Scores (b)			
(d) Additional Index Points (up to 5 points maximum from other performance measures)			
(e) VIP Score Points = Achievement Index Points (c) + Additional Measures Index Points (d)			

VIP Score Point Calculations Illustrated:

Example I:

<i>No. of Student Scores</i>	<i>SOL Proficiency Level</i>	<i>Points Awarded Each Score</i>	<i>Total Points Awarded (100 maximum)</i>
15	Advanced	100	1500
60	Proficient	75	4500
20	Basic	25	500
5	Fail	0	0
(a) Total Achievement Points Awarded			6500
(b) Total No. of Student Scores			100
(c) VIP Achievement Index Points = Total Achievement Points (a) divided by Total No. Scores (b)			65.0
(d) Additional Index Points (up to 5 points maximum from other performance measures)			?
(e) VIP Score Points = Achievement Index Points (c) + Additional Index Points (d)			?

Example II:

<i>No. of Student Scores</i>	<i>Proficiency Level</i>	<i>Points Awarded Each Score</i>	<i>Total Points Awarded (100 maximum)</i>
30	Advanced	100	3000
55	Proficient	75	4125
10	Basic	25	250
5	Fail	0	0
(a) Total Achievement Points Awarded			7375
(b) Total No. of Student Scores			100
(c) VIP Achievement Index Points = Total Achievement Points (a) divided by Total No. Scores (b)			73.75
(d) Additional Index Points (up to 5 points maximum from other performance measures)			?
(e) VIP Score Points = Achievement Index Points (c) + Additional Index Points (d)			?

Example III:

<i>No. of Student Scores</i>	<i>Proficiency Level</i>	<i>Points Awarded Each Score</i>	<i>Total Points Awarded (100 maximum)</i>
50	Advanced	100	5000
40	Proficient	75	3000
5	Basic	25	125
5	Fail	0	0
(a) Total Achievement Points Awarded			8125
(b) Total No. of Student Scores			100
(c) VIP Achievement Index Points = Total Achievement Points (a) divided by Total No. Scores (b)			81.25
(d) Additional Index Points (up to 5 points maximum from other performance measures)			?
(e) VIP Score Points = Achievement Index Points (c) + Additional Index Points (d)			?

## Awards Recognition and Incentives

A VIP Awards program will be established to recognize individual schools and school divisions annually based on Virginia Index of Performance (VIP) scores. Awards will be made in the fall based on performance in the previous year. The Governor will partner with the Board of Education and the Department of Education in promoting the Virginia Index of Performance (VIP) incentive program.

A tiered incentive and rewards system will be created to recognize levels of performance on the Virginia Index of Performance. Rewards may include banners, plaques, and monetary awards. The education community and the private sector will be invited to sponsor various incentives, including monetary awards.

## Levels of Recognition

A *Governor's VIP Award for Educational Excellence* will recognize a school division or school that has been fully accredited and has made adequate yearly progress for two consecutive years, earns a VIP score of 80 points or higher, and meets or exceeds all applicable VIP excellence targets established by the Governor.

- Percentage of students passing the Grade 3 state reading assessment meets or exceeds 95 percent (state goal)  
Note: If an elementary school does not have a third grade, achievement on the next highest grade level state reading assessment (Grades 4 or 5) will apply.
- Percentage of students enrolled in Algebra I by grade 8 meets or exceeds 45 percent (state goal)
- Percentage of high school students enrolled in one or more AP, IB, or dual enrollment courses meets or exceeds 25 percent (state goal)
- Number of career and technical industry certifications, state licenses, or successful national occupational assessment credentials earned by high school students increases annually or relative to enrollment (15,000 state goal)

- Percentage of high school graduates earning an Advanced Studies diploma out of the total number of diplomas awarded meets or exceeds 57 percent (state goal)

Additional VIP Excellence Target for School Division Recognition

- Eligible school division participates in the Virginia Preschool Initiative for at-risk four-year-olds (100 percent state goal)

A *VIP Excellence Award* will recognize a school division or a school that has been fully accredited and has made adequate yearly progress for two consecutive years and earns a VIP score of 80 points or higher.

A *VIP Competence to Excellence Award* will recognize a school division or a school that has been fully accredited and has made adequate yearly progress for two consecutive years and earns a VIP score between 75 and 80 points.

A *VIP Rising Star Award* will recognize a school division or a school that has been fully accredited and has made adequate yearly progress for two consecutive years and improves their VIP scores significantly from the previous year. The *VIP Rising Star Award* may not be earned in conjunction with the *VIP Excellence Award* or the *VIP Competence to Excellence Award*. Improvement gains must be such that the school or division is on a path towards a VIP of 100 by 2014 consistent with federal adequate yearly progress goals. An acceptable growth target will be calculated for each school and division after a VIP baseline is established.